



PNMI Standard 31 Elements and Examples of Milieu Progress Notes

The following progress note elements and examples are provided for guidance regarding what should be included in these notes, by staff, in order for them to be compliant with the standard. These elements can also be used when preparing for the service delivery on the day the service will be given. They will guide the worker in terms of what to have in mind for the teaching or coaching. They can also be had in mind when giving the service as a guide for what to do.

1. Describe the child/youths presentation at the time of the skill development service:

- **Describe what was the child doing at the time you approached him to provide the skill building service:**
 - For example:
 - just arrived from school
 - watching TV in the living room
 - in his/her room listening to music, etc.
- **Describe the child's behavioral and emotional state:**
 - For example:
 - the was child calm
 - the was child happy, somewhat sad

2. Identify and describe the specific skill(s) being provided to the child:

- For example:
 - trigger identification
 - refocusing, etc. (having child think positive thoughts)
 - anger process awareness (body sensations and emotional states)
 - relaxation techniques (deep breathing, muscle relaxation)

3. Identify and describe how the skills were taught to the child:

- For example:
 - role play (explain the role play in detail)
 - modeling skill
 - an activity (dancing, basketball, running, etc.)
 - made-up scenario was discussed, etc (Include information on what the worker told the youth)
 - include information on what you said to the youth



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4. Describe the child's response to the skill development service:

- For example
 - what child said, such as: the role play was interesting, I didn't think I was being rude, or out of control when I do that, etc
 - child's receptiveness: I can actually may be able to use this skill in the future, in the house...etc or I didn't like this, it was not helpful, it won't work for me, I heard about this before and does not work, etc
 - child's demeanor and cooperation: he was cooperative (or not), during this service; he was engaged in the activity (or not)...etc.

5. Describe how you helped the child connect the dots between the skill development activity and how to use it in real life situations:

- For Example:
 - worker would help the youth understand how to use the skill(s) at school, during home visits, or in the community, work or whenever it's applicable

6. Describe the overall progress made by the child on this specific service. Describe how you believe progress was made or not, include evidence of your reasoning:

- For Example:
 - child's receptiveness to skill was poor, minimum or good as evidence by his engagement and cooperation (or lack of it) ; he needs to continue working on this skill, or, he has mastered this skill.

The following is a sample progress note using the six elements above:

Client: Johnny T

Service Type: Anger Management Coaching **Date of Service:** 1/4/16

Duration: 15 minutes

Goal: Johnny will control his behavior by managing his anger in a healthy manner.

Objective(s): Johnny will learn and use self calming coping skills that would result in a decrease of anger-related out of control behaviors in any setting.

Describe the child/youths presentation at the time of the skill development service. Describe what the child was doing at the time you approached him to provide the skill building service:

This youth counselor approached Johnny today as he was sitting in the living room, talking with another staff. He was calm and in a good emotional place. This worker asked him to come with me to the kitchen table so that we could work on the daily skill service, and he agreed.



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Identify and describe the specific skill(s) being provided to the child:

This youth counselor and Johnny spoke of one calming down skill: deep breathing (slow and repeated, deep inhalations and exhaling).

Identify and describe, in detail, how the skills were taught to the child:

This youth counselor and Johnny spoke about a possible scenario. It was about Johnny being in the library waiting in line to check out a video game. The line was long and slow. He was starting to get angry because he doesn't like to be in a line and can get upset if he doesn't get things done his way quickly. This youth counselor gave Johnny a possible calming down idea: Inhale and exhale slowly ten times and do it as many times as necessary to calm down.

Describe, in detail, the child's response to the skill development service:

Johnny understood and liked the scenario presented to him. We practiced deep breathing together. He said that he needed to keep on practicing the deep breathing technique. He reported feeling more relaxed than before, after doing the deep breathing. This youth counselor agreed with him, and told him to feel free and continue to use them whenever he feels like he is getting upset.

Describe how you helped the child connect the dots between the skill development activity and how to use it in real life situations:

This youth counselor also told him that the next time he goes to the community, if he finds himself in a situation similar to this scenario, for example, at a McDonald's, hungry and waiting to place an order, he can do what we just practiced and what we just spoke about today and see how it works.

Describe the overall progress made by the child on this specific service. Describe how you believe progress was made or not, include evidence of your reasoning:

Johnny made progress today as evidenced by his positive engagement and participation in the activity as well as by the immediate relaxing effects he reported. Johnny needs to continue working on these skills.

Signature: *Roberto Consejero*

Date: 1/4/16

Printed Name: Roberto Consejero

Agency Title: Youth Counselor